



East African Journal of Education Studies

eajes.eanso.org

Volume 7, Issue 4, 2024

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>

ENSO
EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya

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Article DOI: <https://doi.org/10.37284/eajes.7.4.2361>

Date Published: **ABSTRACT**

03 November 2024

Keywords:

Assistant Teachers,
Board of Management,
Corporate Governance,
Board of Management
Activities,
Classrooms,
Public Secondary
Schools,
Recruitment.

Despite interventions by policymakers and implementers in instituting BOM so as to ensure the delivery of quality education in Kenya, performance in some schools has remained poor. According to the Sub County director of education, Kisii has witnessed very poor performance in the Kenya Certificate of Secondary Education (KCSE) examination over the years. To address the situation, the Kisii Central County Education office conducted workshops to capacity-build the BOM members from the entire County in relation to their roles in schools. It was for this reason that the study was to establish the influence of board of management practices on students' academic performance in public secondary schools of Kisii Sub County. The study adopted a descriptive survey design. The target population consisted of 53 public secondary schools in Kisii Central Sub County with 53 principals, 391 teachers, 689 members of the Board of Management, and 14,776 students. The sample size comprised 44 secondary school principals, 44 assistant teachers, 42 students and 248 members of the Board of Management. This constituted a total sample size of 378 respondents. Data was collected through self-administered questionnaires as well as through interview schedules for the BOM members. A pre-test of the instruments was conducted in three schools using 38 respondents constituting 10% of the study sample. Quantitative data was analyzed using descriptive statistics (frequency counts, the mean, and standard deviation) and inferential statistics (correlation) by employing SPSS version 21.0 and excel computer packages. Qualitative data was organized into themes, and categories as they emerged from the field and presented in narrative form. The analysis of results revealed that teaching and learning resources, staff recruitment and incentives positively and significantly influence the academic performance of students in secondary school. The study recommended that in order to improve the academic performance of students in secondary schools, the BOM should ensure that they provide enough teaching and learning materials to schools to guarantee the performance of students in their academics, recruit competent teachers to improve the teacher-student ratio which is a necessary measure in improving the performance of students in academics, establish the most appropriate method of appreciating teachers and students so as to motivate them to work positively toward improving the academic performance of students.

APA CITATION

Machuma, O. G. & Ogochi, G. (2024). Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya. *East African Journal of Education Studies*, 7(4), 472-482. <https://doi.org/10.37284/eajes.7.4.2361>

CHICAGO CITATION

Machuma, Omare Geoffrey and George Ogochi. 2024. "Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya". *East African Journal of Education Studies* 7 (4), 472-482. <https://doi.org/10.37284/eajes.7.4.2361>

HARVARD CITATION

Machuma, O. G. & Ogochi, G. (2024) "Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya", *East African Journal of Education Studies*, 7(4), pp. 472-482. doi: 10.37284/eajes.7.4.2361

IEEE CITATION

O. G. Machuma & G. Ogochi "Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya" *EAJES*, vol. 7, no. 4, pp. 472-482, Nov. 2024. doi: 10.37284/eajes.7.4.2361.

MLA CITATION

Machuma, Omare Geoffrey & George Ogochi. "Influence of Teaching and Learning Resources Provided by BOM on Students' Academic Performance in Public Secondary Schools of Kisii Central Sub County, Kenya". *East African Journal of Education Studies*, Vol. 7, no. 4, Nov. 2024, pp. 472-482, doi:10.37284/eajes.7.4.2361

INTRODUCTION

School management is an important part of any education system. School authorities all over the world are continuously engaged in numerous activities to efficiently manage school functions and to provide a better educational experience to students. Generally, governing boards are common elements of many organizational structures including secondary schools (McCormic, et al. 2006). It is now inconceivable to think of situations where corporate boards are irrelevant for understanding organizational outcomes (Larcker, et al., 2007). Okpara (2011) observes that there is evidence that effective governance contributes to strategic direction and firm performance. In order to make school management effective, the management of basic education in Kenya has been aligned with the current world trends for quality education outcomes. This has been achieved through the Basic Education Act (2013) which sets out the school board of management as a body hence equating their roles and duties to those carried out by managers in the corporate world in terms of being results-oriented.

The school management has run a long race over the past years all over the world (Yambo and Tuitoek, 2014) and for more than two centuries, school boards have been charged with governing the education of children all over the world (Kyereboah & Biekpe, 2006).

In the United Kingdom, school governance varies from one country to another. However, according to the Department of Education (2014), school governors for state schools in England, Northern Ireland, and Wales have similar roles and responsibilities. The school governing board or the board of trustees operates at a strategic level, with the head teacher and the senior leaders responsible for the day-to-day running of the school. It is to hold the headteacher to account for exercising their professional judgment over the educational performance of the school and its pupils (the Department of Education, 2014). In Scotland, however, no formal school governors exist; Parent Councils exist instead.

In Kenya, the management of secondary schools through management boards dates back to the recommendations of the Ominde Commission soon after independence (GoK, 1964). In his report, Sheffield (1971) states that since the December 1964 Republic Constitution, secondary education in Kenya has been the National Government's responsibility. Based on the Ominde report's recommendations (GOK, 1965), all maintained and assisted schools – those receiving Government Grants-in-aid were managed by Boards of Governors (BOGs). The Minister of Education would appoint the chairman and most of the BOG members who were usually from the local community and from appropriate groups such as

cooperative associations, businesses, and churches. The BOG of each maintained and assisted school's duties were to regulate student admissions and dismissals and was responsible for its school's financial matters – subject to the Minister of Education's guidelines which it received from the Minister's Chief Education Officer. At the time, the Board's responsibilities for staff were limited to those concerning non-teaching staff.

A number of changes have taken place in the management of education at the basic education level in Kenya with the latest having been the enactment of the Basic Education Act (2013). Section 55 (1) (c) of the act establishes a Board of Management (BOM) for every public secondary school. The Board of Management for a public secondary school according to the act is composed of 13 members appointed by the County Education Board (CEB), on behalf of the cabinet secretary responsible for education. Six of these members are appointed to represent the parents of the learners in the school or local community in the case of County secondary schools, one nominated by the CEB, and one representative of the teaching staff elected by teachers at the school. Three members of the board represent the sponsor of the school one member represents persons with disabilities, and the last person represents special interest groups in the community. The students are represented by one of their own as an *ex-officio* member.

One of the National Education Sector Plan –NESP (2013-2018) goals is to provide effective sector governance and performance management at all levels (Compendium of Reference Materials for Boards of Management, 2015). The aim of the reconstituted BOMs is to improve the education sector management. One of the NESP's expected outputs is an education administrative structure that ensures, among other things, the efficiency of governance and management, and provides evidence-based quality assurance of learning. In fact, it is the governance and accountability that will be the major determinants of the success of NESP (GOK, 2015). According to Bhagat and Black (2002), reforms were introduced in the structure of school boards in the late nineteenth century, the intention of which was to model school boards after corporate boards, to focus the work of school boards

on the needs of the entire community. The governance structure of the BOMs is therefore aligned with the corporate governance structure to improve its expected output. Corporate governance is the structure and system of rules, practices and processes by which an organization is directed, controlled and held accountable (PSC, 2015). It involves the balancing of interests of many stakeholders in an organization which include management, government and community. This balancing of interests is well taken care of in the composition of the BOM as espoused in the Basic Education Act (2013).

The Basic Education Regulations (2015) sets out the minimum qualification of the chairmen and Board of Management members in pre-primary, primary, adult education and continuing education centres, a Secondary School or a middle-level college. The minimum qualification for a member of secondary school BOM is a KCSE certificate and that of the chair is a degree from a University recognized in Kenya. This regulation on minimum requirement for Board membership is therefore to ensure that the roles assigned to the BOM are efficiently and effectively carried out to realize the output envisaged in the NESP. The functions of BOM stipulated in the BEA (2013) include the promotion of quality education for all learners, ensuring and assuring the provision of proper and adequate physical facilities, and advising the County Education Board on the staffing needs of the institution.

The Ministry of Education therefore requires that each secondary school established in Kisii Central Sub County, just like elsewhere in Kenya, is governed by a school board. To ensure its effectiveness, each Board should be composed of members from different disciplines, ensuring a third gender rule is observed as per the Kenyan Constitution, members to subordinate their personal interests for the common good of the school, and to serve the school on a voluntary basis. The other functions of the school board include: overseeing the implementation of school development plans, advising the Counties on school management, promoting the best interests of the institution and ensuring its development, promote quality education for all learners in accordance with the standards set under the Act or any other written law, ensure and

assure the provision of proper and adequate physical facilities for the institution, to deal with disciplinary cases of students, and to advise the TSC on disciplinary cases of teachers as its agent.

In carrying out the various duties assigned to it under the act, the Board of Management directly or indirectly influence the quality of education that learners in particular institutions get access to thereby determining the actual performance in the final examinations of the learners. This contribution towards a learner's educational achievement cannot therefore be ignored. In this study, the researcher investigated the governance practices that influence secondary school students' performance in Kisii Central Sub County.

LITERATURE REVIEW

In the field of education, TLM is a commonly used acronym that stands for teaching/learning materials (Maicibi (2003). According to him, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives. These resources range from games, videos, flashcards, project supplies, books, modern libraries, classrooms conducive for learning, and laboratories. According to Maicibi (2003), the availability of teaching/learning resources enhances the effectiveness of schools as these are basic things that can bring about good academic performance in the students.

The purpose of utilizing teaching and learning resources in class is to assist the teacher with the presentation and transmission of educational content and the achievement of educational objectives, whilst aiding the students in acquiring knowledge and profiling different abilities and values (Bušljeta, 2013). Olumorin, Yusuf, Ajidagba and Jekayinfa (2010) further aver that instructional materials help teachers to teach conveniently and the learners to learn easily without stress. They assert that instructional materials have direct contact with all the sense organs of the students. The same view is supported by Kochhar (2012) who maintains that instructional materials are very significant learning and teaching tools. It is his view that teachers should find necessary and relevant instructional materials to complement classroom interaction and textbooks in order to broaden and arouse students' interest in the

subject. Instructional materials facilitate the learning of abstract concepts by helping to concretize ideas and stimulate learners' imagination (Esu, Enukoha and Umoren, 2004). The three further observe that instructional materials help to increase active participation in the learning process while saving teacher's energy, reducing teacher-centeredness in teaching. In the same vein, Mutai (2006) further explained that learning is strengthened when there are enough reference materials such as textbooks, exercise books, teaching aids and classrooms, making academic achievement illustrate per excellence the correct use of these materials.

The gap in these studies, however, is that they do not tell us how the board influenced the establishment of these learning resources. They concentrate only on the importance of these materials without looking at who determines their acquisition given their central role in the teaching and learning process. This study therefore intended to find out how the BOM influence the acquisition of these learning resources.

In the same manner, Achoke (2017) carried out a study to determine the effect of instructional materials on the performance of the Senior Secondary School Students in the English language in Nigeria. The study specifically sought to determine the performance of students taught using visual instructional materials and those taught without the use of instructional materials. Just like in the current case, this study made use of a descriptive survey design with the population for the study covering all secondary school students in one district. The findings from this study revealed that the performance of secondary school students not taught with the use of teaching materials was very poor. The implication of the study was that visual instructional materials have a positive effect on students' academic achievement. This view is supported by Omabe (2006) who posits that instructional materials are central in the teaching and learning of the English language because they are used to complement the efficiency of a teacher and effectiveness in lesson delivery. The gap in the two studies is that they did not specify the role the BOM played in the acquisition of these (visual) instructional materials. In fact, the study did not find out who acquired and how the materials were acquired. This current study, however, found out

how the BOM influenced the provision of learning materials.

In Kenya, Kimeu, Tanui & Ronoh (2015) carried out a study to investigate the influence of instructional resources on secondary school students' academic performance in Makueni County. The study adopted a descriptive survey research design with data analyzed using quantitative and qualitative techniques, just like in the current study. From their research findings, it was concluded that students' academic performance depended on teachers' reference books and guides, students and teachers textbooks, charts, chalkboards and chalk, classrooms, and laboratory apparatus and chemicals as teaching and learning materials. The study further revealed that student's academic performance in KCSE was influenced and by and depended on these instructional resources. They further observed that the presence of staffroom, classrooms, dormitories, chairs, and laboratories as physical facilities in school influenced students' academic performance. Therefore, ensuring students had the necessary materials for learning and revision of any difficult areas as observed in the evaluation significantly affected students' academic performance. The gap in this study is that despite establishing how important these instructional and infrastructural resources are toward students' academic performance in KCSE, it did not find out who influences the acquisition of the same resources in the various secondary schools. It only dealt with resources which were already in schools. This research, however, established the influence the BOM had on the provision of these infrastructural and instructional resources in secondary schools in Kisii Central Sub County.

In the same manner, Likoko, Mutsotso & Nasongo (2013) carried out a study on the adequacy of instructional materials and physical facilities and their effect on the quality of teacher preparation in colleges in Bungoma County. In their study, they noted that Teaching Learning Resources (TLR) were higher in higher-performing schools than in low-performing schools and that there is a significant difference in resource availability in the higher performing schools and low performing schools. They also found out that most institutions are faced with challenges such as a lack of adequate facilities like libraries and inadequate instructional materials

and that these factors tend to have a negative effect on the quality of graduates produced. In this study, it was not clear whose responsibility it was to provide these instructional materials and the physical facilities which determined the quality of educational outcomes in the two sets of institutions under study. Since the two sets of institutions are believed to have BOMs, it is important to find out how they influenced the acquisition and establishment of these instructional materials and the physical facilities, respectively. It is for this reason therefore, that the researcher established the influence of BOM in the provision of both the instructional and infrastructural resources in the public secondary schools in Kisii Central Sub County.

In the same vein, Yara and Otieno (2010) investigated the effect of teaching/learning resources on academic performance in secondary school Mathematics in the Bondo district of Kenya. The research design for this study was a descriptive survey design with form four students as the population of the study. The study established that the provision of classrooms, laboratories, stationeries and teaching aids has a positive effect on the academic performance of students. They concluded that the provision of conducive classrooms and laboratories and other teaching/learning resources can positively change teachers' attitudes towards the teaching of Mathematics and make the subject very interesting, meaningful and exciting to the students and hence will encourage Mathematical exploration and manipulation by students which will keep them alive and thinking and will also help them to realize the applications of the subject. Like the other studies so far looked at, this study did not find a link between the provision of the laboratories, classrooms, stationeries and teaching aids to any deliberate effort of the BOM. The researcher therefore set out to bridge this gap by finding out how the BOM provision of these resources influenced students' academic performance in secondary schools in Kisii Central Sub County.

RESEARCH METHODOLOGY

The study adopted a descriptive survey design. A descriptive survey design is known to be appropriate

for studies that seek to describe the characteristics of certain groups estimate their proportions and making predictions (Churchill, 2001). This study was conducted in Kisii Central Sub County. Kisii Central Sub County is one of the eight Sub Counties forming Homa Bay County.

. This study targeted 53 public secondary schools in Kisii Central Sub County, Kenya. The study

therefore targeted 53 principals, 391 teachers, 689 members of the Board of Management, and 14,776 students. This study adopted the formula used by Krejcie & Morgan in determining the sample size.

The following is the formula used for these calculations:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where :

n = sample size

X^2 = Chi – square for the specified confidence level at 1 degree of freedom

N = Population Size

P = population proportion (.50 in this table)

ME = desired Margin of Error (expressed as a proportion)

The total target population was 15,909. Based on the Krejcie & Morgan sample calculation table (Table 2, Appendix XIII), at a 95% confidence level and 5.0% margin of error, this target population gave a total sample size of 378. The main target of this study was the members of the BOM. Therefore, the total members who are substantively appointed, leaving out the principal who was purposively sampled as the lead educator, from the 53 schools were 689 – 13 from each school. Using the Krejcie & Morgan sample calculation table, at 95% confidence level and 5.0% margin of error, a total sample size of 248

BOM members was arrived at as indicated in the table.

Target Population and Sample Size

The BOM members were sampled from a list of members provided by the chairman who was an automatic sample and hence sampled purposively. The chairman then helped to identify the other members to be interviewed. The 44 principals and teachers were randomly sampled from the already sampled schools. From each of the 44 schools, one principal, one teacher, one student, and between five and six BOM members were sampled for interviews.

Table 1: Target Population and Sample Size

Category	Target Population	Sample size
BOM	689	248
Principals	53	44
Teachers	391	44
Students	14,776	42
Total		378

The teachers and students were randomly sampled with the help of the head teacher who facilitated the availability of register for the form four class and a list of teachers at the school. The form four students were targeted since they had been at the school the longest and hence would be better familiar with the work of the BOM. Approximately one student was sampled per school with two sampled schools going

without a sampled student to maintain the total sample size, but without interfering with the outcome of the research since the main focus was on the BOM members.

The sampled teacher was one who had been in that school for not less than five years. This was a teacher who had seen at least a cohort of students move through the school from form one to four and had

therefore a practical experience of the contributions the BOM had made, if any, towards students' academic attainment.

Three sets of questionnaires were developed to collect information from principals, Teachers, BOM representatives and students. The interview schedule was used to collect additional information from the BOM members.

The data collected was analyzed using a Statistical Package for the Social Sciences (SPSS) version 21.0. Data was coded in the software and then edited for inconsistency before analysis. Qualitative data from responses to the semi-structured items in the questionnaire and interview schedule for BOM was subjected to content analysis in which patterns were

identified based on research questions, analyzed and presented in categories and themes based on research objectives. Both descriptive and inferential statistics were used to analyze quantitative data.

RESEARCH FINDINGS, ANALYSIS AND PRESENTATION

Return Rate

The questionnaire return rate is the number of respondents who actually responded to the survey as a percentage of the whole sample. Questionnaires were administered to 378 respondents who took part in the study. From the questionnaires distributed, the number that was returned was as per table for each of the categories of respondents.

Table 2: Questionnaire return rate

Category	Sample	Return rate
Principals	44	44
Teachers	44	41
Board of Management	248	212
Students	42	42
Total	378	339

The return rate of the respondents was 339(89.7%) which included 44 principals, 41 teachers, 212 boards of management members and 42 students. This return rate was considered adequate for the study since it points to the low rate of nonresponse hence reducing potential

Summary of Findings

This research sought to explore the influence of board of management practices on students' academic performance in Kisii Central Sub County, Kenya. The background of the study was outlined in chapter one in which the statement of the problem was also brought out with the problem under investigation clearly delineated. Three objectives which guided the study were stated thus: to determine the influence of teaching and learning resources provided by BOM on students' academic performance, examine the influence of teaching staff recruited by BOM on the academic performance of students, and establish the influence of incentives provided by BOM on students' academic performance in Kisii Central Sub County. The study was guided by the Agency theory and the descriptive survey was employed with the respondents who

included the principals of public secondary schools, BOM members, teachers and students participating in the survey through questionnaires and interview schedules. The study established that the BOM plays a significant role in influencing students' performance in secondary schools in Kisii Central Sub County through the provision of teaching and learning resources, recruitment of teaching staff and through provision of incentives to both the teachers and students. Focused involvement of BOM in carrying out their mandate would therefore significantly improve the academic performance of students in secondary schools.

The study sought to determine the influence of BOM provision of teaching and learning resources on students' academic performance in secondary schools. The interview schedule was used alongside the questionnaire to get more in-depth information on how the teaching and learning resources provided by the BOM facilitated effective and timely syllabus coverage leading to good academic attainment.

CONCLUSIONS

Quality education provision in secondary schools in Kenya, with specific reference to Kisii Central Sub

County, is an integral part of the government commitment whose indicators include good grades representing good academic performance. The boards of Management who are representatives of the cabinet secretary in charge of education are tasked with ensuring the provision of quality education by among others providing teaching and learning resources, bridging the teaching staff shortages where the TSC has not given adequate, and putting motivational structures in place through provision of incentives to both teachers and students. This study sought to examine whether these practices by the BOM have any influence on students' academic performance in Kisii Central Sub County.

The respondents were required to give their assessment of the significance of the teaching and learning resources the BOM provided, the teachers recruited by the same boards to bridge the TSC staffing shortages, and the incentives provided by the boards to both the teachers and the students toward good academic performance. The study revealed that teaching and learning resources, staff recruitment and incentives positively and significantly influence the academic performance of students in secondary schools.

In conclusion, teaching and learning resources, recruitment of teachers and incentives contribute significantly toward improved academic performance with incentives being the highest contributor at 13.2% though their contribution level is almost the same if other contributory factors are held constant. The study therefore concludes that the practices and activities carried out by the BOM to manage quality education provisions at secondary schools have a positive influence on students' academic performance.

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